

Marcum-Illinois Union Elementary School District

AFTER SCHOOL EDUCATION AND SAFETY PROGRAM PLAN GUIDE

Prepared by:
ASES Coordinator

Marcum-Illinois Union Elementary School District
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This Program Plan Guide is required by California *Education Code (EC) 8482.3(g)(1)*. It must be completed in its entirety and submitted as part of the After School Education and Safety (ASES) Grant Renewal application process.

Revised January 2024

After School Program Plan Guide

Include the following information along with your ASES Program Plan:

1. Grant Identification Number 51-23939-7140-EZ
2. County District School (CDS) Code 5171407
3. Authorized Signatory (Fiscally responsible for the program)
 - a. Maggie Irby
 - b. Superintendent/Principal
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Name(s) of After School Program Site(s)

Instructions: Use the following worksheet example to list the site name and the projected daily attendance for the expanded learning program.

Site Name	Project Daily Attendance
1. Marcum-Illinois Union Elem. School	# 65

Instructions: Use the following worksheet example to indicate the target population for each program. (For example: Homeless, Foster Care, English Language Learner, etc.)

Target Population	Percentage of School Population
➤ English Learners	7%
➤ Students with Disabilities	8%
➤ Socioeconomically Disadvantaged Students	33%
➤ Academically at-risk students	25%

(These may be listed on an additional page.)

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Purpose

The purpose of the program plan is to create an operational design of an after school program within the framework of the requirements defined in *EC* sections 8482 et seq., and to describe program activities which support students' development of Social and Emotional Learning (SEL) skills. The SEL is about helping students develop a range of skills they need for school and life. Social-Emotional skills include the ability to:

- Set and achieve positive goals;
- Feel and show empathy for others;
- Establish and maintain positive relationships;
- Make responsible decisions; and
- Understand and manage emotions.

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

Instructions

The program plan is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community and to provide continuous improvement in the development of an effective after school program.

The after school grantee is responsible for creating, reviewing, and updating the program plan every three years (*EC* Section 8482.3[g][1]). The grantee must work collaboratively with after school partners and staff to develop and review the program plan. If the grantee subcontracts with an outside provider to operate the after school program, the grantee is ultimately responsible for the plan. The grantee should include the subcontractor in the development and review of the plan and provide a copy of the document to the subcontractor. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards and introduced requirements for Continuous Quality Improvement (CQI) to help programs to engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard section. The grantee may customize and include additional prompts, such as describing SEL activities, to refine your plan. In addition to the narrative response, it may be useful to include tables, charts or other visual representations that contribute to the understanding of the before and after school program.

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1—Safe and Supportive Environment

- If the program will be located off campus, describe how students will travel safely to and from the program site.
 - **The after-school program at Marcum-Illinois is located on the same campus as the school. The after-school program for all of our students begins with a seamless transition from the regular school day to the after-school program located on our campus. Student attendance in our ASES program is tracked immediately at the end of the regular school day when the after-school program starts and is monitored throughout the after-school program sessions.**
- Describe the initiatives and measures that will be taken by the program to create safety procedures that are aligned with the instructional day, including regular staff training and practice drills with students and staff.
 - **The ASES program practices safety drills monthly to provide students with the confidence of responding appropriately and safely, should an unforeseen event happen during after-school program hours. Staff is trained at least annually to follow emergency procedures should any unusual circumstances take place. All after-school safety procedures align with the safety procedures of the regular school day.**
- Describe how the program will provide a safe and supportive environment that provides for the developmental, social-emotional, and physical needs of students.
 - **After school program staff monitor student behavior to ensure that all students are safe, treated with respect, and valued for their individuality. Rules and expectations are outlined in the registration packets that go home to parents and are reviewed with students in after school program classes. Expectations are part of our school wide PBIS program. Marcum-Illinois school PBIS is used in the afterschool program as well. ASES staff also support the Choose Love social emotional curriculum utilized in the regular day program to ensure that all students feel welcome and their social, emotional and physical needs are being met.**

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2—Active and Engaged Learning

- Provide examples of best practices, including research or evidence-based practices that were used to guide the planning of educational literacy and educational enrichment activities that will align with the regular school day to enhance academic performance achievement and positive youth development.
- **After school program hours are divided into three planned program components to enhance academic performance achievement and promote positive youth development while maximizing time and effectiveness. Marcum-Illinois engages in a researched-based Professional Learning Community (PLC) process to identify students' needs. Administrators, regular school day aides that are also ASES program aides, as well as teachers are all points of contact to provide direction for a seamless transition from the regular school day to after-school. Academic time is a complement to the regular school day routine, which includes designated time for completing homework, reading, and other school day requests. Additionally, teacher-led intervention focuses on literacy and math skills not mastered within the regular school day. These academic groups are formed using data from student records and progress in the classroom which can be fluid depending on student mastery and progress on academic standards. Students in the after-school program are able to utilize online programs including Edmentum which allows students to work on individual math and reading goals as determined by teachers and/or assessments. When homework is finished, students work at their own pace in Math and Language Arts assignments through highly engaging computer lessons and activities. Academic achievement can be measured by local benchmark and standardized assessments, allowing staff to evaluate student growth in comparison to students not enrolled in the program. Based on this evaluation, the academic program is adjusted to improve outcomes for students. ASES uses enrichment time to give students opportunities for experiential learning. We complement the enrichment activities used by sites during the school day. After-school staff uses evidence-based practices such as asking questions that allow students to connect new material with prior learning and providing models such as step-by-step demonstrations or think-alouds to work out a problem. Evidence-based practices are reviewed and practiced during monthly staff meetings.**

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- Describe the planned program activities and how they will:
 - a. Provide positive youth development.
 - b. Provide hands-on, project-based learning that will result in culminating products or events.

- **The three planned program components are:**

1. **Homework/Academic Intervention/Tutoring:**

This time of the after-school program day is a priority above all other activities. Homework Support classes offer quiet, safe environments for students to complete their homework in a timely manner with staff who can both assist and check homework for accuracy. Appropriate time and support are provided to increase homework completion rates. As students complete their homework, this time is also used for daily reading and other literacy activities. Some students attend parallel intervention sessions during this time. Every effort is made to ensure homework completion by these students when they return to the after-school program from their intervention classes. There are academic intervention offered through tutoring to students who are at-risk. This tutoring is offered in small groups or even 1:1 to meet the individual needs of the student.

2. **Enrichment Activities:**

After school personnel focus on making connections to the regular school day curriculum, introducing students to new ideas, and developing the talents and interests of each student. Enrichment activities are often student driven and provide positive youth development. Afterschool staff take these student driven ideas to create hands-on and project-based learning which results in creating culminating products and/or events. Enrichment activities encourage exploration and learning in creative ways. The activities are based on students' needs and interests. Activities include science, arts, crafts, music, career awareness, technology, physical education skills, cooking, life skills, and community service learning. Parent and student annual afterschool school program survey results are used to identify new enrichment activities that could be added to the curriculum.

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3. Recreation/Physical Activities:

Students learn and grow through play. Play provides students with an opportunity to learn while engaging in fun activities, discovering themselves, and building social skills. The SPARKS and Skillastics curriculum are implemented for afterschool physical education activities. Parent and student annual afterschool school program survey results are also used to determine new recreation activities that could be added.

- If applicable, explain how the planned program activities are based on the school and community needs for a summer supplemental program.
 - **Not applicable for our ASES program.**

3—Skill Building

- Describe how the program educational literacy and educational enrichment activities are expected to contribute to the improvement of student academic achievement as well as overall student success.
 - **The ASES program uses student data monitored through a continuous improvement process where outcome indicators are analyzed and used to adjust after school program services as needed to better meet the needs of participating students. Program leaders use different forms of educational literacy and educational enrichment to contribute to the improvement of each students' academics and overall success. Daily support on homework, reading time, hands-on educational games related to identified needs and related enrichment activities that support literacy as well as other topics covered in the regular school day are some of the typical contributors to overall student success.**
- Explain how the planned program activities are based on the school and community needs for a before school, after school and/or supplemental program.
 - **The input from our stakeholders has consistently shown that our community needs for an after-school program were a safe place**

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for students to complete homework, receive academic assistance related to individual student needs, participate in social activities, and participate in other enrichment activities when possible. Our ASES program activities meet those needs by ensuring a safe environment, allowing for daily homework completion time supervised by an aide who can assist when needed, offering tutoring opportunities, and providing fun, planned enrichment activities. Our program follows the regular school day themes to enhance student achievement in core content areas, leadership skills, social skills and life skills. Students are grouped into classes and activities according to grade level, ability level, and interests. ASES staff also uses input from students to help plan activities within the after school program. All ASES program activities are intended to keep students motivated and actively engaged.

4—Youth Voice and Leadership

- Describe how student feedback, assessments, evaluations, and integration with the instructional day will be used to guide the development of training, curricula, and projects that will meet students' needs and interests.
 - **Students within the after-school program at Marcum-Illinois are given a voice to help in the decision-making process. Sometimes those decisions are needed daily when it comes to activities and enrichment and other times, they help make decisions that need to be made for the overall ASES program. The Program Coordinator and administrators regularly reviews and considers student feedback, as well as data from assessments and evaluations, when determining what type of trainings to provide to staff and which curriculum and projects shall be purchased and presented. Our program staff strives to create a program with a variety of activities and projects that reflect students' interests that are shared in their feedback, but also support the needs expressed in provided data.**
- Describe the opportunities provided to students where they can share their viewpoints, concerns, or interests (i.e., student advisory group) that will impact program practices, curricula, or policies, including opportunities for student leadership.

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- **All students in the after-school program complete a bi-annual survey so they can share their viewpoints, concerns, and interests. The Program Coordinator also meets regularly with students who act as a student advisory group to gain input about how the students feel about the program. Program staff review this feedback regularly to help plan program practices, influence curriculum purchases and provide opportunities for student leadership and more.**

- Describe how students in lower grades will be able to make choices when participating in program activities, and how students in higher grades will actively exercise their leadership skills by addressing real world problems that they identify in their communities (e.g., service learning).
 - **All grade level students, including lower grade level students, are given a choice of options about the enrichment activities they would like to participate in. Bi-yearly surveys are given to all students in order to collect student’s viewpoints, concerns, and/or interests. These surveys are used to help in constructing a collectively enriching and engaging program.**

Student leaders often help lead activities and assist students across other grade levels in preferred activities. Middle school students are given the opportunity to participate in clubs including ASB, and Gate. Students in ASB and other student leaders in the after-school program regularly meet with program coordinator to provide input and discuss program needs and student ideas for our afterschool program, including coming up with weekly enrichment activities and community projects based on students’ knowledge of our community needs. Some of the past community projects have included canned food drives, collecting food/clothing/presents for families in need, creating a school mural, and collecting socks for a local assisted living facility.

5—Healthy Choices and Behaviors

- Describe the types of healthy practices and program activities that will be aligned with the school wellness plan.

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- **The School Wellness Plan is reviewed by the Program Coordinator at least annually and any time it is updated to ensure that program practices and activities are aligned with the Wellness Plan. Snacks provided daily in the afterschool program follow the required guidelines/standards, our school wellness plan and also the USDA requirements. After school students have the opportunity to participate in activities that support healthy living as described in our Wellness Policy including: Harvest of the Month, food tasting, cooking, organized sports and more. Daily physical activity is also included in the after-school program and aligns with our School Wellness Plan.**

- Describe how the program will incorporate healthy nutritional practices, and the types of daily developmentally appropriate and/or research-based physical activities the program will conduct. Include any collaborative partnerships with wellness organizations.

- **Healthy Nutritional Practices:**

Each month we participate in Harvest of the Month and students get to think of a cooking project where we use the fruit or vegetable of the month in a recipe that the program can enjoy. A partnership with CalFresh provide afterschool students with the opportunity to try new local unique fruits or vegetables which are normally a new experience for our students. Every Monday different groups of students get the opportunity to participate in “Cooking Mondays”. Cooking Mondays are a chance for students to make something to eat. They are able to learn the skills involved with making that dish and also learn about its history, culture, and nutritional facts.

- **Physical Practices:**

Daily physical activities support our guidance from our local school wellness plan to help keep our students physically active. The SPARKS and Skillastics curriculum for afterschool physical education activities are implemented. Both sets of curricula provide developmentally appropriate, researched based physical activities that are conducted on a daily basis. These activities are typically game based that incorporate a variety of physical skills and the opportunity to practice those skills. These activities are fun and engaging but also ensure that our students have an additional opportunity to be physically active.

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- Give three to five examples of nutritious snacks or meals that follow the California Nutritional Guidelines that are served in your after school program.
 - **During the after-school program each student is provide with a nutritious snack that follows the California Nutritional Guidelines. Below are examples of the snacks served.**
 - **Apple slices with whole grain crackers**
 - **Sunflower seeds with banana**
 - **Bean and cheese burrito with 100% juice**

6—Diversity, Access, and Equity

- Describe how the program will create an environment that promotes diversity and provides activities and opportunities to celebrate students' cultural and unique backgrounds.
 - **At Marcum-Illinois diversity, culture and community are important. The ASES staff works to immerse the students in activities and opportunities to celebrate students' and staff's culture and unique backgrounds. Some of the activities and opportunities include inviting students to participate in student "Share Day" where they have the opportunity to share important family traditions, family recipes, items, family heirlooms or other significant elements of their home culture. Our cooking Mondays also help to expose students to other cultures through food, recipes, history and tools. Students have the opportunity to be immersed and enriched with knowledge from different cultures.**
- Describe how the program will reach out and provide support to students with disabilities, English language learners, and other students who have potential barriers to participate in the program.
 - **After School Program employees recognize the right of every child to feel happy, safe, and fulfilled within the program. Our program strives to meet the academic and emotional needs of all students including English learners, academically at-risk students,**

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socioeconomically disadvantaged students, and students with disabilities, through structured, creative approaches that engage all students in the learning process. At Marcum, we are able to provide students with continuity of care throughout the school day and into the afterschool program. Many of our support staff during the regular school day transition to be staff within the ASES Program. We are fortunate to have staff in the afterschool campus that are bilingual that can help support students that are English learners, as necessary. Our program staff are aware of each student's needs including those with disabilities. If a student's disability requires accommodations, those are known to staff and are utilized in the program. These students receive seamless support throughout the school day and into the afterschool program as well.

7—Quality Staff

- Describe how the program's administrators will ensure that all staff who directly supervise pupils meet the minimum requirements of an instructional aide.
 - **The Marcum-Illinois After School program adheres to high quality staffing standards by ensuring that employees responsible for directly supervising the students meet the same federal, state, and district requirements to work with students as regular day program instructional aides. Administration collects documentation to determine that these are met for all staff directly supervising pupils. All employees are screened for FBI and DOJ compliance along with TB clearance.**
- Describe the planned recruitment and hiring process for staff and how their experience, knowledge, and interests will be considered.
 - **ASES staff recruitment, hiring, and retention practices are aligned to the after-school program goals and outcomes. Referrals and word of mouth continue to be our main source of recruiting ASES staff. Several of our staff are East Nicolaus High school graduates who are attending college while working part time in our afterschool program. Prospective employees are interviewed by the superintendent/principal as well as the program coordinator and reference checks are completed. During the interview process**

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questions about experience, knowledge, interests, and hobbies are asked to help in the placement of the new employee. In addition to formal training opportunities, after school personnel receive on-going coaching and support from the district administration, Program Coordinator, and Sutter County ELOP Consortium.

- Describe the type and schedule for the continuous professional development that will be provided to staff.
 - **Staff is provided with opportunities for professional development and team building throughout the year. Safety trainings as well as basic program expectation trainings are provided prior to the school year starting each year. Trainings are provided at monthly staff meetings and also throughout the year as needed. Some of the professional development opportunities have included, CPR/First Aid, social-emotional, physical education, and emergency preparedness. Professional development is offered to our after-school employees on a regular basis. Professional development topics are determined by staff input and program need. Employees are paid to attend professional development sessions. Effective classroom management and instructional strategies are discussed and reinforced at our Monthly ASES Program staff meetings. Training in youth development, classroom management, curriculum, and effective instructional practices is offered at least once a year.**

In addition to the professional development that is provided locally, our staff attend training opportunities provided by local county office of education and childcare planning council and other regional and statewide organizations. Site ASES staff have recently participated in:

- **Choose Love Training- Social-Emotional learning and character development**
- **CPR and First Aid**
- **District Positive Discipline Wildcat R.O.A.R Classroom and Behavior Management**
- **Monthly staff support meetings- working on planning for active and engaging learning**
- **Sutter County Expanded Learning Programs Professional Development Day**

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- **Behavior guidance: prevention, intervention, & restoring relationships,**
 - **Teachable moments and the wonders of the outdoor classroom**
 - **Creating a space that matters**
 - **Skillastics Curriculum**
 - **Edventure Curriculum**
 - **CatapultEMS- Safety and Emergency situation training**
 - **Go Guardian- Computer monitoring system and classroom management**
 - **Keenan Training- Workplace safe school trainings**
-
- Provide descriptions of the services provided by sub-contractors, if applicable. An organizational chart is recommended.
 - **Not applicable.**

8—Clear Vision, Mission, and Purpose

- Describe how the needs of the community, students, parents, and school were identified (i.e., assessment scores, number of students performing academically below grade level, school and community safety data, attendance and truancy rates, and juvenile crime rates, etc.), the resources available, and how those needs will be addressed.

The Marcum-Illinois ASES program (called The DEN) strives to align with the goals and needs of the site's regular day program. The superintendent/principal, program coordinator, and the ASES staff assess the needs of the students, parents, schools, and community through multiple sources including analysis of state assessments, student data and local benchmark assessment, attendance, and staff, student, parent surveys. The annual surveys specifically ask parents and students for their feedback regarding safety, academic quality, enrichment, and extracurricular activities. Other relevant information including information about community safety data, attendance and truancy, crime rates, etc. are available to the administrators and to the program coordinator and this information is reviewed at least annually and considered when making program decisions. This data, as well as input provided from stakeholders, and relevant student data is used to plan professional development, program goals, and begin

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planning program activities.

- Describe three to five program goals developed from the results of the needs assessment and how will data be collected to evaluate whether program goals are being met.
 - **The following program goals have been developed using the data collected through the California After-School Program Quality Self-Assessment Tool and the CQI process:**
 - 1. Youth voice leadership- Student will continue to be given the opportunity to help in the decision-making process within the ASES program. Staff will help students in developing their leadership skills in part by identifying and addressing real world problems within our community. Staff will evaluate if this is being met based on observation of activities and participation as well as student feedback through surveys and advisory groups.**
 - 2. Program management- ASES Coordinator will ensure that the organizational structure of the program continues to meet the needs of the students, parents, and community. The ASES Coordinator will work with staff on program development and provide opportunities for professional development. A partnership with the local county office of education will provide assistance and support. Staff will evaluate if this is being met based on responses from parent and student surveys as well as meetings with school administrators who have reviewed community data.**
 - 3. Active and engaged learning- Allowing students to help in decision-making will provide them with an opportunity to be active in their learning. Staff will use bi-annual student surveys to help in the program planning and implementation to help ensure engaging learning opportunities. Continued continuity of care from staff of regular day to the afterschool program will create a smooth transition to help assist students in homework time and their other learning needs. Additional surveys from students and input from student advisory groups will help staff evaluate if this goal is being met.**
- Describe how the program has engaged or will engage stakeholders (i.e., principal, instructional day teachers and other instructional day staff, families, students, program staff, community members, and other community partners) in

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the creation of the program's mission, vision, goals, and expected outcomes based on the needs of the specific community.

- **The engagement of stakeholders is ongoing. Marcum-Illinois has a site council team that is made up of administrators, teachers, support staff, parents and community members. The site council plays a valuable part in the program's overall mission, vision and goals. This group of stakeholders meets regularly and uses the district's data management system which has the ability to link state, district, and school assessments with the standards in all content areas. These data reports are used to disaggregate state, district, and site assessment data to ensure that the after-school program is providing appropriate instruction to meet the academic needs of students as well as meeting the program goals. Student, staff, parent and community surveys are also used to help in the creation and evolution of the program as well as the evaluation of the ASES program.**

9—Collaborative Partnerships

- Describe the collaborative partners that will be involved in the process used to plan, implement and update the after school program plan.
- **The Marcum-Illinois ASES program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students. Administrators, teachers, other school staff, after-school staff, and parents provide feedback on the school and community needs on an ongoing basis through a variety of surveys and meetings. At these meetings the partners share ideas, coordinate services, and plan additional offerings or services. The program plan is presented to collaborative partners and updated and revised as needed. The plan is posted on the school's website and available to all partners for continuous feedback and review.**
- List and describe at least three to five collaborative members, including any specific duties/responsibilities or contributions (e.g., Memorandums of Understanding, service providers, in-kind, etc.).
 - **The Marcum-Illinois ASES program strives to develop and maintain**

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collaborative ties with the following community agencies:

- **East Nicolaus High School Clubs- Assemblies, student support, and leadership**
 - **Sutter County Office of Education- Training, collaboration opportunities, team building, resources, and materials**
 - **Yuba Sutter Red Cross- First aid and CPR**
 - **EN Fire Department- Assemblies, fire safety, life skills**
 - **Sutter County Sheriff's Department- Assemblies, school safety, life skills, and leadership opportunities**
 - **Sutter County ELOP Consortium- Assemblies, Training, collaboration opportunities, team building, monitoring, support, resources, and materials**
 - **UC Cal Fresh- local fruits and vegetables, curriculum, resources, and materials**
 - **4-H- Assemblies, life skills, and leadership opportunities**
- Identify any potential collaboration and partnerships that would be of benefit to the after school program and describe your efforts to include them.
 - **Due to our rural location, our access to partnerships is limited. We have done a good job reaching out to a variety of resources and will continue to reach out to new partners as they become known to us if we feel there is something that will benefit our students or program as the result of our partnership. We will reach out to these partners in person, via phone, or via email to connect with them.**

10—Continuous Quality Improvement

- Describe how the program will engage in a data-driven CQI process (i.e., assess program quality, plan, and improve program quality) based on the *Quality Standards for Expanded Learning in California*, available on the After School Network web page at (<http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>). Include timelines, roles of staff and other stakeholders, and how the results of the assessment(s) will help refine, improve, and strengthen the program.

Please visit the CDE's Guidelines for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.

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- **Marcum-Illinois ASES program is engaging in the CQI process with the help of the of the Sutter County ELOP Consortium. Each month the ASES coordinator attends meetings and workshops to help with understanding and achieving the program goals and quality standards. The program coordinator then brings back the knowledge and information of the quality standards to educate the afterschool staff on the topics. The afterschool team then works together to create a plan of action. Staff involves the stakeholders including administrators and site council, which is made up of parents, staff and community members. Results from the California After-School Quality Self-Assessment Tool and surveys are used annually to help all stakeholders in the evaluation of Marcum-Illinois ASES Program. A representative from the Sutter County ELOP Consortium supports the ASES coordinator and staff by monitoring and supporting the program. The Sutter County ELOP Consortium conducts observations and evaluations of the program annually. These results are then presented to ASES staff and are available for review from stakeholders in an ongoing effort to improve and strengthen the ASES program.**

11—Program Management

- Describe how the program funding will relate to the program vision, mission, and goals for each site or groups of sites.
 - **Expenditures for the program relate to the program’s vision, mission, and goals. We keep those in mind as all funds are expended to ensure that our program needs are being met and that we are remaining fiscally responsible. We implemented sound fiscal planning and management with clear adherence to local, state, and federal audit requirements and ensure that 85% of the funding is used for direct services. Funds are used with the program goals in mind. Staffing and professional development help with the overall structure of the program allowing for active and engaging learning.**
- Provide the program organizational structure including succinct description of staff roles (e.g., “Staff responsible for homework support for grade three and science activities for grades three through five.”), lines of supervision for each site or groups of sites, frequency of meetings, and methods of communication.
 - **Our ASES program provides a typical daily schedule including**

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homework/academic intervention, enrichment, and physical activities. During these times staff provide supervision, support, and active and engaging learning. These times are divided up into age and ability levels. Two staff members work with each designated group. Our groups are typically as follows, Transitional Kindergarten and Kindergarten, 1st and 2nd grade, 3rd-5th grade and 6th-8th grade. Marcum is only a one site program and the Program coordinator is the supervisor for all program staff. The Superintendent/Principal is the supervisor of the Program Coordinator. Our ASES staff meet with the ASES coordinator at least once a month or more frequently if needed. Staff communicates in person daily, and also regularly through email when needed.

- Describe the process and time frames for periodic review of the program plan and how community partners and other external stakeholders were involved in the process.
 - **The Marcum-Illinois ASES Program plan is reviewed annually by ASES coordinator, ASES staff and administrators. Input is gathered from community partners, parents, and students throughout the year and reviewed and considered as the plan is being revised. Once the program plan has been reviewed and any needed changes have been made, it is then reviewed by all stakeholders including, the school stie council (teacher, support staff, parents, and community members), and Marcum-Illinois School Board.**
- Describe the system in place to address the following program administration requirements:
 - Fiscal accounting and reporting requirements.
 - Obtaining local match (cash or in-kind services) of one-third of the state grant amount (*EC* Section 8483.7[a][7]).
 - Attendance tracking, including sign-in and sign-out procedures.

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- Early release and late arrival policies and procedures (*EC* Section 8483[a][1]). Refer to the CDE's Policy Guidance web page at <https://www.cde.ca.gov/ls/ex/earlyreleguidance.asp>.

The Marcum-Illinois ASES Program plan is reviewed annually by ASES coordinator, ASES staff and administrators. Input is Marcum-Illinois ASES program has the following systems in place to adhere to the program administration requirements:

- **Fiscal accounting and reporting requirements:**
Annual site budgets are created and monitored by our site fiscal staff, superintendent and local county office. Budgets are created with program goals in mind such as quality staff, staff retention, and enrichment activities. Fiscal accounting practices are shared between the school site and county office. Sound financial practices are maintained. External audits take place annually. Fiscal reporting is done quarterly in the ASSIST program under CDE guidelines.
- **Obtaining local match or one-third of the of the state grant amount:**
The Marcum-Illinois ASES program is supported by district in-kind contributions. Our fiscal administrator and county office monitor the district's in-kind contributions continually throughout the year. In-kind matches are also reviewed by an external auditor. On-site facilities are provided by the school district, along with custodial assistance and snacks provided by the food service program. Additionally, our school district is a single school, school district so after school staff and district staff work closely together and have collaboration time/training with our county office. We are very fortunate to have this collaboration as it helps our programs work almost seamlessly with one another. This is attributed to the active alignment between district, school, county office, staff, program goals, community, students, and parents.
- **Attendance tracking and sign-in and sign-out procedures:**
Daily attendance is taken and recorded on a daily sign in sheet and then recorded using an excel spread sheet that was formatted to match the needed information for the yearly

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evaluation. Attendance is submitted to CDE semi- annually (January and July) via ASSIST. Daily sign-in/sign-out sheets are kept on file at our site for five years. The Early Release Policy is posted at the sign-in/sign-out station. All ASES personnel strictly adhere to the early release policy. Students are required to be signed out each day by a parent, guardian, or other authorized individual.

12—Sustainability

- Describe the possible partnerships and funding sources, a schedule for revisiting the sustainability plan, and who is responsible for resource development.
 - **Possible partnerships and funding sources include:**
 - **Expanded Learning Opportunities Program Funding from MIUESD**
 - **General Fund money from MIUESD**
 - **Student Enrollment Fees**
 - **Sutter County Superintendent of Schools**
 - **East Nicolaus High School**

Near the beginning of each school year, representatives from the Sutter County Superintendent of Schools office meet with the Superintendent/Principal and/or Program Coordinator to ensure program effectiveness and fiscal accountability. The yearly evaluation process includes:

- **meeting with key staff including the site administration, program coordinator, regular day teachers, and key ASES program staff**
- **reviewing annual parent and student surveys that assess their perceptions of the ASES programs' effectiveness collaboration**
- **reviewing any pertinent records or information that may support the after school program**

The Program Coordinator is responsible for resource development.